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ABSTRACT

A foreword and five chapters provide guidelines under the following headings. Organizational Structure for Student Teaching: the interrelationships between state, college and public schools. Procedural Steps: the college's responsibility in selecting candidates, the selection of centers and supervising teachers, the assignment of student teachers and their evaluation. Induction and Orientation: the responsibilities of the college, teaching center, and student teacher. Individual and Group Roles: the basic and continuing responsibilities of the student teacher, the supervising teacher, the faculty and staff of the cooperating center, the school principal, the local supervisory staff, the local superintendent, the teacher education institution, the college supervisor, the teacher center education coordinator, and the State Department of Education. Criteria: both personal and professional, for the supervising teacher, student teaching center, college supervisor, and student teacher. (MBM)

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GUIDELINES FOR STUDENT TEACHING

an experimental handbook / 1969

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Maryland State Department of Education / Baltimore, Md. 21201

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1 FOREWORD

Professional laboratory experiences require the cooperative efforts of both the public schools and colleges in the most important aspect of a professional educator's preparation. The desire of both groups to provide the best possible experience for the student has resulted in this document which has as one of its major purposes the establishment of a common frame of reference which might be used by all participants in the teacher education program.

The handbook is prepared with the hope that it will not only provide a general reference for Maryland educators working with professional laboratory experiences, but that it will also be a document which will be supplemented by colleges and public school systems as they prepare guides of a more specific nature.

The title of this handbook is intended to convey the attitude of the Handbook Committee toward its use. That is, the Committee encourages teacher educators not only to use but to revise this handbook as needs occur and as innovations in professional laboratory experiences are developed.

Special recognition should be given to Floyd Christian, Superintendent, Florida State Department of Education, and J.P. Freeman, Director, North Carolina State Department of Public Instruction, for permission to adapt portions of their state handbooks on student teaching which were helpful in the preparation of this document. Also, to the hundreds of Maryland teachers in the public schools and colleges who contributed their ideas and reactions to the handbook's development and revision, we extend our sincere appreciation.

James A. Sensenbaugh

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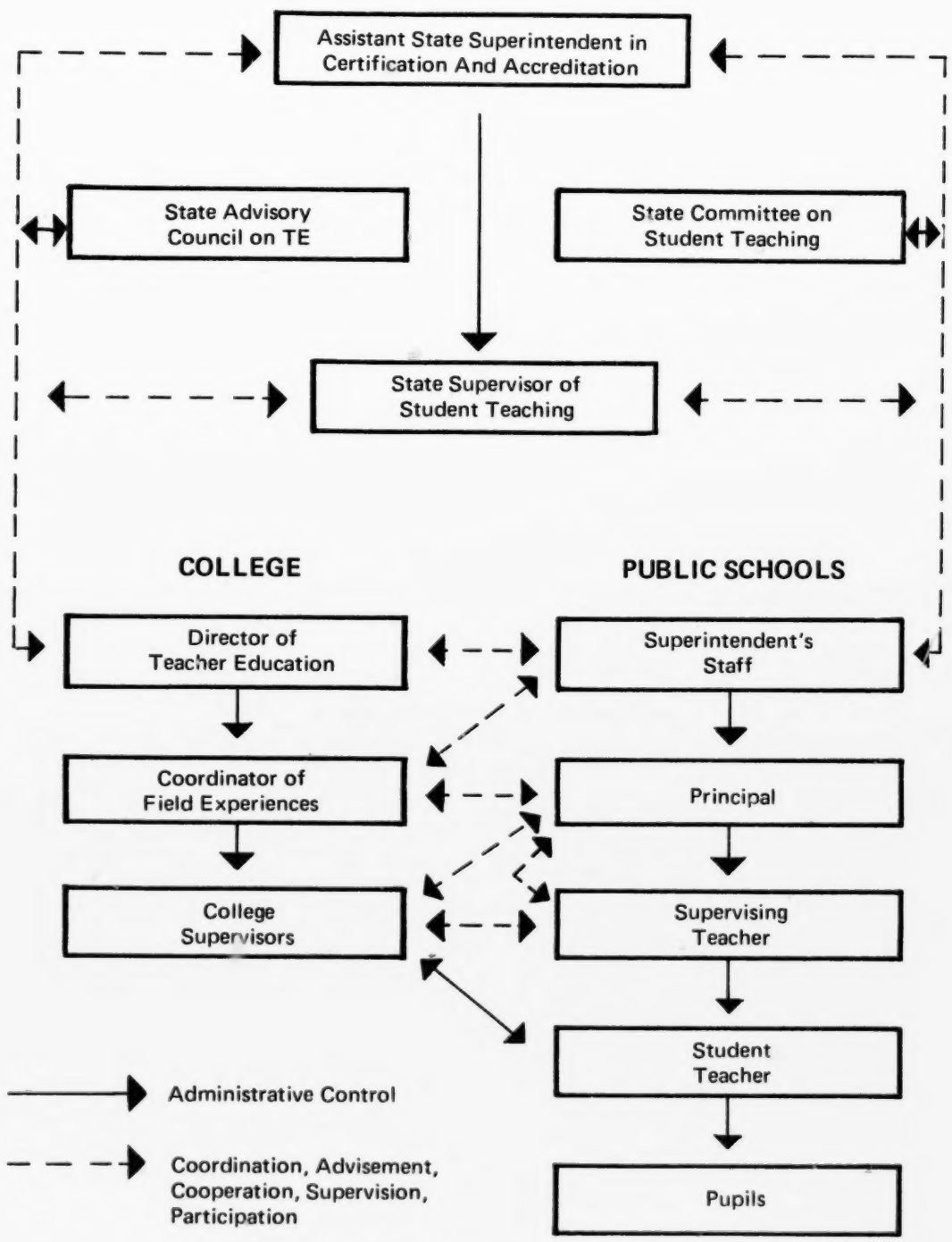
2 ORGANIZATIONAL STRUCTURE FOR STUDENT TEACHING *



*College and public school positions indicated relate to categories rather than specific titles used in those institutions.

3 PROCEDURAL STEPS

A. Responsibility of College in the Selection of Candidates for Student Teaching

Colleges have a responsibility to endeavor to upgrade the status of teachers by constantly evaluating the selection procedures for candidates to student teaching. Standards of selection must be set and adhered to regardless of teacher supply and demand. An individual may choose to enter the profession, but the profession must insist upon the privilege of ultimately accepting or rejecting the individual. In order to achieve the optimum in this selective process, the following are areas of consideration:

1. Screening procedures prior to admission to student teaching should be designed to insure that the student teacher will have acquired knowledge, attitudes, skills, and understanding of the following:

   a. General preparation.
   b. Subject matter to be taught.
   c. Human growth, development, and behavior.
   d. Textbooks and other instructional materials.
   e. Techniques of instruction.
   f. Nature of the student teaching program.
   g. Responsibilities and obligations of student teachers.
   h. Professional ethics.

2. Effective counseling techniques by qualified college faculty members in order to advise the student of professional goals and to guide the student's effort commensurate with his abilities and special talents.

3. Involvement of the public school personnel in the development of selective procedures for student teachers. For example, service on committees to establish criteria.

The prestige of teaching is enhanced as the hallmark of quality is placed on those who are admitted to the profession of teaching.

B. Process for Selection of Centers and Supervising Teachers

Good teaching centers have similar characteristics which insure the increasing professional skill of supervising teachers and the creation of successful student teachers. Effective cooperation between school and college student teaching administrators facilitates the identification of such centers. The centers also assure the following:

1. Selection of appropriate supervising teachers.
2. Assignment of student teachers to centers.
3. Orientation of student teachers.
4. Classroom observation and participation.
5. Constructive evaluation of student teachers.

Certain sequential steps are essential in the selection of centers and teachers. The first such step is the joint responsibility of the college administrator of student teaching and the public school's student teaching coordinator. Together they must make the necessary contacts in securing good centers and good teachers. The sequence should include the following steps:

1. The college initiates the requests through accepted administrative channels. The appropriate designated coordinator is the first contact.

2. Agreements are reached regarding the number and location of centers, the amount of remuneration for teachers, the length of the program, the legal responsibilities of students, and other matters of general policy and procedure. These agreements are to be made only between the college administrator and the appropriate representative of the school system. Students should never make their own contacts and arrangements.

3. The public school coordinator identifies the schools to participate in the program and contacts the principals and/or supervisors for the purposes of selecting the supervising teachers.

4. The actual selection of the supervising teachers is a very important step. College and public school administrators of student teaching programs should work together to determine qualities and characteristics to be possessed by participating teachers and should exercise extreme care in their selection. Colleges can help to insure the selection of good supervising teachers by furnishing printed guidelines.

5. The principal, supervisor, school system coordinator, and college administrator of student teaching should agree on the teachers selected.

6. Selected teachers are notified of their selection and are asked to accept or reject their appointment by a stated time. They should also understand their responsibilities to the student and to the college supervisor.

7. The college is notified of the acceptance and assignment of student teachers to the centers.

C. Procedures for Assignment of Student Teachers

Successful student teachers can be developed when colleges screen applicants prior to their experiences with children to discover if there are the following:

1. Psychological problems that might make them unsuited for teaching.

2. Academic weakness that would affect the quality of their work.

3. Physical handicaps that might be hazardous for the type of teaching desired.

4. Social problems that would affect their relationships with children, parents, or co-workers.

Supervising teachers must also be screened to determine if they exhibit the following:

1. Show pleasure in working with children.

2. Enjoy working with student teachers and can help them to feel accepted and wanted.

3. Can direct a carefully planned program of induction activities.

4. Support student teachers and can maintain a flexible climate to enable students to develop as professional associates.

When it is certain that both the student teachers and the supervising teachers are well qualified, the assignment procedures are next in order of importance. These steps may be followed:

1. The students consult the appropriate college personnel to apply for student teaching experiences the semester prior to that in which the teaching is to be done.

2. The college administrator proposes the best placement for the student teachers.

3. The college administrator notifies the students of their assignments to specific schools, the dates of the beginning and ending of their assignments, dates of initial conferences and observations, and other essential information. Copies of this information should also be provided to the school system.

4. Supervising teachers are given information about their responsibilities, professional personal data on the student teachers, and a summary of the college program.

5. Planning conferences are held with cooperating administrators, teachers, and college personnel to get to know one another; to determine methods of supervision; and to agree on ways of making the experience most beneficial to the student teacher and to the children or students being taught.

D. Evaluation

1. Evaluation of the student teacher's professional growth is a continuous process rather than an end-of-course rating for a grade. During the student teaching period, several conferences should be devoted to evaluation of growth on a regularly scheduled basis.

2. Procedures for these evaluations should be clearly understood by the supervising teacher and by the student teacher.

3. Evaluation of student teachers should be a cooperative enterprise shared by the college supervisor, supervising teacher, student teacher and/or other designated personnel from the college and the local school.

4. Criteria and methods of evaluation of student teachers should be mutually acceptable to teacher education institutions and the public schools. These criteria should be clear, concise, and practical.

5. In determination of the final appraisal, the college supervisor should involve the reports and evaluations from the supervising teacher and any others who participate in the student teaching experience. However, the final responsibility for the assignment of a grade lies with the college supervisor.

4 INDUCTION AND ORIENTATION

A. The College's Responsibility

1. The college official who has the administrative accountability for the student teaching program is the director of student teaching or a similarly designated person. His responsibilities include the following:

   a. Development and distribution of handbooks and forms used in the program.

   b. Selection of college supervisors.

   c. Assignment of college supervisors.

   d. Conferring with and screening of student teacher applicants.

   e. Assignment and notification of student teacher placements.

   f. Publication of the dates of the student teaching period.

   g. Provision of information to the public school personnel regarding the nature and purposes of the student teaching program and backgrounds of student teachers.

2. The college supervisor is a liaison officer between the college and specific public schools. He coordinates certain aspects of the orientation program. Among his responsibilities are the following:

   a. Acquaintance with the philosophy, organization and total program of the schools in which he will supervise his student teachers.

   b. Orientation and planning conferences for the student teachers prior to and during student teaching.

   c. Orientation to prospective supervising teachers concerning the responsibilities of supervision of student teachers.

B. The Teaching Center's Responsibility

1. Supervising teacher

   a. Becomes familiar with the student teaching program of the respective college and with the background of the individual student teacher.

   b. Establishes with the student teacher high professional standards of handling routine matters of discipline, planning, confidential information, and personnel relations.

   c. Establishes with the student teacher a long-range program for the student teaching period.

   d. Orients the student to the materials and resources of the school.

   e. Encourages the student teacher to use initiative in planning, preparing, and executing lessons. Provides regular mutual evaluation of these lessons.

   f. Arranges for broad experiences for the student teacher as mutually agreed upon (i.e., visiting other classes, meeting professional staff members, participating in extra-curricular duties and activities).

2. Principal and Staff

   a. Identify and encourage competent teachers to participate in the student teacher-supervising teacher program.

   b. Orient the school staff to its professional responsibilities toward the school's student-teacher program.

   c. Help with community public relations toward a clear understanding of the student teacher program.

   d. Acquaint the student teacher with school program and school community.

C. The Student Teacher's Responsibility

1. Furnishes the cooperating teacher with a personal data sheet including family background, college courses in major field, professional work, experiences with children, and special abilities and interests.

2. Learns the philosophy of the school, its goals, expectations, its organization, and its total program.

3. Becomes familiar with the neighborhood, the school building, playground areas, teachers' lounges, cafeterias, lavatories, offices of the staff, laboratories, shops, audio-visual equipment, and media.

4. Learns the routines appropriate for assembly, cafeteria, and fire drills, and for entrance and dismissal of pupils.

5. Becomes acquainted with the staff of the school and the role and the function of its chief officers.

5 INDIVIDUAL AND GROUP ROLES

To insure that each person involved in the student teaching program is able to contribute to the growth of the student teacher, there must be a high level of understanding and cooperation among all participants, including the student teacher. Mutually acceptable goals for the student teaching program should be achieved through workshops and conferences involving the major participants and institutions.

The following section will discuss specific responsibilities that should be shared in student teaching.

A. The Student Teacher

The student teaching experience is designed to help the student study the teaching act in a setting in which he is a teaching-participant. Thus, it bridges the gap between the experience of being a student and that of being a teacher. Since the entire experience is focused on the student teacher, he has a special role to play in the process. The student teacher assumes the following responsibilities:

1. Places school duties and obligations ahead of personal wishes and graciously accepts duties assigned him.

2. Strives to attain professional maturity.

3. Conforms to school regulations and policies and to local standards of behavior.

4. Reports for all school appointments and duties on schedule.

5. Plans all work and submits plans to the supervising teacher prior to the teaching of a class or as requested.

6. Safeguards all personal and confidential information concerning his pupils and uses it only for professional purposes.

7. Refrains from making unfavorable remarks about his college program, the cooperating school, and the community, except to proper officials.

8. Follows the roles of basic courtesy toward school administrators, teachers, pupils, and members of the community.

9. Has an appreciative attitude toward all services rendered in his behalf.

10. Dresses according to faculty standards.

11. Endeavors continuously to discover and correct shortcomings.

12. Avoids partiality and favoritism toward his pupils.

13. Strives for personal and professional growth through continued study and effort.

14. Strives to teach effectively and creatively with dedication and enthusiasm.

15. Becomes acquainted with the pupils in the class through records, folders, observations, and conferences with the cooperating teacher, guidance counselors, and other pertinent staff members.

16. Explores a variety of teaching styles, and begins to develop a personal style.

17. Begins with observations and gradual participation with expanding responsibilities, and culminates with the full range of the activities of the teacher such as duties in playground, cafeteria, activity programs, attendance at faculty meetings, P.T.A. meetings, conferences and home visits. Hence, the student teacher should conduct himself as a regular member of the teaching staff, participating in all the professional and social activities.

18. Confers regularly with the supervising teacher and the college supervisor regarding progress, growth, and special problems concerning such matters as subject matter, discipline, rapport with pupils, and future planning.

19. Secures a final conference with the principal who will give an overall estimate of the student teacher's achievement at the conclusion of student teaching.

B. The Supervising Teacher

The supervising teacher commits himself to the following critical areas of responsibility:

1. Gives direction to learning in the classroom.

2. Serves as a model of successful teaching.

3. Serves as a teacher of teachers.

4. Becomes thoroughly acquainted with the student teacher as a person and as a prospective teacher.

5. Inducts the prospective teacher into the teaching process.

6. Works with the student teacher as a professional colleague.

7. Performs the role of a counselor.

8. Exemplifies a high professional interest and ability.

9. Helps the student teacher through orientation, planning, and evaluation.

10. Cooperates with the college or university.

11. Explores with the student teacher a long-range program for the pupils.

12. Confers with the student teacher on a planned, regular, or frequent basis.

13. Constantly strives to improve his own performance.

C. The Faculty and Staff of the Cooperating Center

Other members of the center faculty will hopefully contribute to the growth of the student teacher as follows:

1. Exhibit a high standard of professional ethics and teacher competence.

2. Provide an atmosphere of acceptance of the student teacher.

3. Accept wholeheartedly a professional responsibility to participate in the preparation of teachers.

4. Cooperate with supervising teachers by providing opportunities for enriching experiences.

D. The School Principal

The principal as the chief executive officer in the local public school must impart direction and leadership to the program of instruction. Through the efforts of his instructional staff and other special service personnel, the program of instruction is implemented. Thus, the principal's influence is reflected in attitudes and interrelationships of faculty members and others. More specifically, the principal assumes the following obligations:

1. Explores leadership in establishing a school climate which fosters optimum development of the student teaching program.

2. Participates in the selection of qualified supervising teachers.

3. Gives continuous assistance and support to the student teacher in developing appropriate professional relationships with the faculty, staff, pupils, and community.

4. Protects the supervising teacher against heavy teaching schedules and overloaded sections and provides time for conferences with the student teacher.

5. Cooperates in the protection of the student teacher against exploitation.

6. Assists the supervising teacher by providing supplies and equipment.

7. Assists in introducing the student teacher to the school and the community in which it is located.

8. Interprets the philosophy of the student teaching program to the community.

9. Assists the student teacher in locating desirable living accommodations or in obtaining suitable transportation to the center.

10. Provides for adequate conferences between the supervising teacher and student teacher.

11. Observes the student teacher at work and assists in the evaluation of progress, upon requests.

12. Works closely with the college supervisor to assure that the teaching experience of the student teacher is also beneficial to the students.

13. Encourages creativity and innovation and develops within the student teaching program the concept that learning involves making mistakes and trying new ideas.

14. Provides an atmosphere which encourages students to be a part of the larger school system program.

E. The Local Supervisory Staff

Supervisors of instruction occupy positions and roles in the school program which qualify them to make unique contributions to student teaching programs as they perform the following charges:

1. Assists the college supervisors of student teaching and school principals in identifying and selecting supervising teachers.

2. Participates in the orientation of student teachers to the school community and school program.

3. Serves as resource person, assisting the supervising teacher and college supervisor with special problems in instruction.

4. Participates in conferences with student teachers, supervising teachers, and principals.

5. Involves student teachers in the ongoing inservice teacher education programs.

6. Assists in the cooperative evaluation of the student teaching program.

F. The Local Superintendent

The superintendent of schools should view the student teaching program as a stimulant to his staff and as an opportunity to improve the quality of teachers entering the profession. His responsibilities include the following:

1. Approves, encourages, and supports the student teaching program.

2. Provides leadership in the development and adoption of policies and procedures related to student teaching.

3. Designates personnel with specific responsibilities for student teaching activities.

4. Keeps informed on matters relating to student teaching in the local unit and the state, and disseminates such information.

G. The Teacher Education Institution

The Teacher Education institution has a responsibility to both the student teacher and the supervising teacher who cooperates with the college. The institution carryies out the following elements in this dual role:

1. Provides local school officials with appropriate information concerning the student teacher.

2. Participates in the assignment of student teachers.

3. Develops significant inservice programs for supervising teachers, principals, and supervisors.

4. Provides leadership in the supervision and coordination of the local student teaching program.

H. The College Supervisor

The college supervisor of student teaching has the responsibility for marshaling and coordinating the resources of the college and the public schools for teacher education. If the resources of both the college and pulbic schools are to be utilized most effectively, there must be a thorough understanding of the unique role and contribution each can make in the education of teachers.

The college supervisor's responsibilities include the following:

1. Counsels with individual student teachers concerning personal and professional problems.

2. Participates with the student teacher, supervising teacher, and principal in planning the individual student teacher-supervising teacher program and schedule.

3. Visits and observes in the cooperating schools and holds individual and joint conferences with student teachers and supervising teachers.

4. Helps the supervising teacher guide the student teacher in interpreting experiences in light of sound educational theory and practice.

5. Arranges for resource persons to assist with special instructional problems.

6. Conducts regular seminars for the student teachers to facilitate an interchange of ideas.

7. Collects and interprets all evaluative information and arrives at a final report or grade for student teachers.

8. Assists the person administratively responsible for the student teaching program in providing inservice programs for supervising teachers.

9. Assists in the continuous evaluation and revision of the student teaching program and of instructional materials.

10. Confers with the principal and the cooperating teacher when serious problems arise, and helps to arrange a change in assignment or removal of the student teacher when necessary.

I. The Teacher Education Center Coordinator

With the development of the teacher education center concept, the role of the coordinator becomes a significant aspect of the program. The coordinator not only performs the duties listed immediately above but also the following:

1. Represents both the college and the public school system.

2. Is responsible for the coordination of the inservice growth in teacher education of the center faculty.

3. Has a full-time supervisory responsibility in a teacher education center.

4. Is readily available to both student teachers and supervising teachers when needed.

J. The State Department of Education

The State, through the State Department of Education and its appointed personnel, should provide encouragement and a reasonable degree of regulation, and should work toward adequate financial support for the student teaching programs carried on in the State. This agency has the following specific responsibilities:

1. Exercises leadership in the development of effective student teaching programs.

2. Coordinates the efforts of all agencies participating in student teaching programs.

3. Promotes and participates in research and serves as a clearing house for matters relative to student teaching.

4. Sponsors workshops and professional growth activities for principals, supervising teachers, college personnel, and other participating members of the student teaching program.

5. Recognizes and encourages innovative programs in student teaching.

6. Disseminates information about worthwhile programs in student teaching and gives suitable recognition to programs of merit.

6 CRITERIA

A. Supervising Teacher

1. Personal

   a. Possesses positive attitude toward self, teaching, and children.

   b. Exhibits responsible attitude toward the total school program.

   c. Demonstrates ability to understand and communicate with people.

   d. Demonstrates a firm belief in the democratic processes.

   e. Displays an understanding of the teaching-learning process.

   f. Is willing and eager to serve as supervising teacher.

2. Professional

   a. Holds Professional Certificate and tenure is usually desirable.

   b. Is rated as a better than average teacher.

   c. Demonstrates personal-professional attitude desirable for one in a leadership role in teacher education.

   d. Is encouraged to complete a course on the supervision of student teaching.

B. Student-Teaching Center

1. The school is accredited by the State Department of Education.

2. The school program and facilities are adequate to provide a profitable experience in the student teacher's subject area.

3. The teaching and administrative staffs have an interest in and understanding of the student teaching program as both a professional opportunity and a responsibility.

C. College Supervisor

A college supervisor should have the personal and professional characteristics required of competent college teachers. In addition, a qualified college supervisor should possess the following qualifications:

1. Personal

   a. Displays leadership skills in working with people.

   b. Demonstrates ability to work effectively with persons of all levels of professional sophistication and status on a one-to-one basis as well as in groups.

   c. Demonstrates a firm belief in the democratic processes.

   d. Displays an understanding of the teaching-learning process.

2. Professional

   a. Presents evidence of having had successful teaching experience at the level he is to supervise.

   b. Has completed or is currently enrolled in advanced graduate work related to the supervision of student teaching.

   c. Knows the roles of others in the teacher education program.

   d. Understands the programs, personnel, and problems of co-operating schools, especially at the level where he supervises.

   e. Is a student of teaching and learning and is able to separate these concepts from the mass of folklore, cliches, and intuition that often pass for knowledge about teaching. Is able to analyze, examine, and conceptualize the teaching act in light of an appropriate theory of learning.

   f. Is able to utilize recent developments and trends in order to demonstrate good teaching at the classroom level where he is working.

   g. Accepts willingly the opportunity to serve in the capacity of college supervisor.

   h. Knows the structure and inquiry procedures of the subject matter at the level he supervises.

   i. Possesses a thorough understanding of student teaching and wide knowledge of many student teaching programs and practices.

j. Innovates and puts ideas to the test.[1]

D. Student Teacher

The fact that a student has met the academic requirements of an educational institution should not automatically make him eligible for student teaching. He must be accepted by the department of education. Persons responsible for selecting students for student teaching should consider the following criteria:

1. The student seems to have a positive motivation to teach.

2. The student has a well-rounded background in general education as well as a functional knowledge of the subject matter which he is to teach and a desire to continue increasing the breadth of his scholarship.

3. The student possesses a basic understanding of how human beings grow and develop.

4. The student has acquired a basic understanding of the learning process and its functioning in a variety of situations.

5. The student has gained an understanding of some ways of organizing and guiding learning activities.

6. The student is knowledgeable about the structure and function of American public education.

7. The student has developed some tentative conclusions concerning the purposes of education in a democracy.

8. The student has achieved sufficient maturity to enable him to accept the role of a teacher in his relationships with his pupils.

9. The student is personally so well adjusted that he can live well with other human beings.

[1] Association for Student Teaching, **The College Supervisor,** National Education Association, Washington, D.C., pp. 6-7. (adapted)

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